Assessment on Challenges of the School Feeding Program: Case of Kindo Koysha District Four Public Primary Schools in Southern Ethiopia

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Abstract
The purpose of this study is to assess the implementation challenges existing on school feeding program beneficiary public primary schools in Kindo Koysha district. Specific objectives of the study are to assess implementers' policy or program knowledge and understanding on the program, identify infrastructural constraints of the program, explore the management related challenges and evaluating the role of community participation in the program implementation. The study employed questionnaire, focus group discussion and interviews to collect the data. Mixed research approach was employed to run this research. The study findings revealed that poor knowledge and understanding of the program implementers on school feeding policy, lack of training for implementers, centralized program decisions, lack of awareness creation, lack of infrastructural facilities: absence of clean water supply, lack of program planning, monitoring and evaluation practices and poor mobilization of community to the program. Lastly, the study recommended the need for nationwide school feeding policy formulation, making close and strict co-ordination and collaboration with development actors and deep-rooted promotion of program planning, monitoring and evaluation. School feeding program implementation in Kindo Koysha district is carried by unskilled implementers and inappropriate program inputs.
Keywords: Challenge, Implementation, School Feeding Program, Students, Public primary school   1.
DOI: 10.7176/RHSS/12-11-02
Publication date: June 30th 2022

Introduction
World Food Program (2013) stated that effective implementation of social protection programs may be resulted from careful decisions, plans, designs, models, and approaches considering legal base, institutional capacities, management and the participation of stakeholders. School feeding program is one of the social protection programs which need the existence of policy framework, input provision, strict management, monitoring, evaluation and the involvement of multiple bodies.

School feeding is the provision of food to schoolchildren in schooling grounds in order to promote physical and mental health (Bundy et al, 2009). School feeding is the provision of food to school children in which children fed as on site meals during schools days and take-home rations in which families are given food if their children attend school (WFP, 2013). School feeding program is aimed at intervening for development issues, improve child cognitive development and for food securities (Kearney, 2008). School feeding helps to get children especially girls into school and keep them there through increasing enrolment and reducing absenteeism. It makes a proven positive contribution to gender equality. It especially promotes access to school for disadvantaged girls, boys, orphans and other vulnerable children (World Health Organization, 2010).

1.2. Background of the Study:
According to Universal Declaration of human right (1948), children have right to elementary education in order to develop their physical and mental status with provision of different opportunities from schools. Quality education of students can't be ensured without providing school facilities, nutrition for students for cognitive development, quality teachers and safe schooling environment (UNICEF, 2000). The school feeding became nationally institutionalized in India in 1995. Supreme Court of the country gave Court orders on mid-day meals in 2001 and 2004 (Chutani, 2012)

Ethiopian Ministry of Education, in collaboration with the World Food Program, adopted School Feeding Program in 2002 as an initial pilot project in primary schools in Tigray, Amhara, Oromia and Afar regions of food insecure areas to raise and maintain school enrollment and drop out (Desalegn, 2011). The program began lately in Kindo Koysha district in Sothern Ethiopia in 2005. The program included four public primary schools of Oyducha, Tulicha, Mundena and Fajena Mata in which current study focuses Sound implementation process of school feeding employed to help limit crisis on vulnerable students, maintain access to nutritious food and basic life necessities like income and prevent students from falling into poverty.

1.4. Statement of the problem

School feeding is a means for learning out comes for school children, economic opportunity for their families and knowledge for communities who participated in development issues and human power production for the nation (WFP, 2013). Albert (2015) stated that school feeding program in Philippines increased attentiveness in class and better social behavior. Rosso(1999) confidently claimed that school feeding program has many advantages to school children, school environment ,families economic values, worthiness for communities in taking advantage of good experience, skills and social learning and nations' investment on human capital.

In Kenya, the school feeding programs in public primary schools have satisfied needs of students, their poor families, community and the government at large. However there is no clear policies and regulatory framework on the program ensuring the quality, quantity, sustainability and sound implementation of school feeding program in public primary schools (Olubay et al, 2015). However, a study launched in Sidama Zone of Ethiopia revealed different finding that there is no association between SFP and the improvement of drop-out, enrollment and class room participation (Desalegn, 2011).

A study launched in Oromiya region of eastern Ethiopia revealed that World Food Program has run and supported the local implementers' school feeding programs in drought prone areas and has achieved remarkable gains in school participation, attendance, dropout rates, access to education and gender disparity (Ermiyas, 2015).

Tesfaye (2014) argued that effectively implemented school feeding programs have national, family and individual student level advantages. It is important for country's development to produce educated manpower for human resource management, families benefited from school feeding program by transferring their cost on students to savings and motivated them to send their children in schools and increased the community involvement, alleviation from short term hunger and accommodation of students' health conditions are the students' benefits that they have from the program.

Kindo Koysha district in southern Ethiopia has been one of the areas where World Food Program is conducting its school feeding program in four public primary schools. The students of the schools have been benefiting from the program supported by the program. However the beneficiary schools have been facing off under feeding days in a week and protracted food commodity store. Due to fire wood scarcity, students are obliged to bring a bundle of fire wood to schools at least two days in a week. Cooks often complain for monthly salary delay ofen left off cooking. Selected female students are involved in preparing food in schools. Food preparation has been carrying on in open air kitchens and inappropriate kitchenware with the practice of conventional program guidance. Absence of monitoring and evaluation, shortage of institutional capacities, on and off delivery of food commodity from donor, lack of rural-urban feeder roads to transport food commodity, untimely spoilage of delivered food commodity, no policy and vague guide lines to patrol overall implementing deeds and poor dining hall are the most dominant challenges of school feeding program implementation process (Kindo Koysha District Education Office Annual Report ,2015).

Numbers of international, national and local studies have focused only on the benefits and importance of school feeding program. However, insufficient literature account is left behind by the prior studies stating the program implementation process and challenges intertwined with it. It is important to consider implementation processes, inputs needed for the program implementation, knowledge of the implementers and contexts of school feeding program process. It is impossible to conclude that the program process has no impact on students' learning because it is important to look condition, implementation processes and challenges that can influence implementation of the program. The purpose of this study is to assess the implementation challenges of school feeding program acquire vital insight and knowledge on the challenges and to suggest alternative ways to manage the implementation challenges of the program. Hence, the current researcher explored in-depth the implementation challenges of school feeding program in four public primary school in Kindo Koysha district in southern Ethiopia

General Objective

The general objective of this study is to assess the implementation challenges of the school feeding program targeted public primary schools in Kindo Koysha district.

Specific Objectives

The study seeks to attain the following specific objectives:

1-To assess if the program implementer have program or school feeding policy knowledge of school feeding program in Kindo KoyshaWoreda

2- To identify infrastructural constraints affecting the successful implementation of school feeding program under in the study area

3-To explore the management related challenges of School feeding program in study area.

4- To evaluate the community participation related challenges in school feeding program implementation in Kindo Koysha district.

2. Review of Related Literature
2.1. Review of Theories (Theoretical Framework)
2.1.1 Program design and implementation Theory

This study is guided by program design and implementation theory. Designing social programs requires careful analysis and attention to detailed program design implementation analysis. It is problem solving process to complex social problems. Program design takes into account sound research knowledge and best practices to determine elements required to meet unique client needs and alleviate a particular social problem. The goal of program design is to establish the service or combination of services to have the best possible chance of achieving the program objectives and improving quality of life for clients. Its design process begins with problem analysis and needs assessment to inform the development of a program theory to identify core program services are built. Articulating an existing design assumes that there may be essential components missing from the overall design such as an articulated program theory or a program logic model. Program design process begins with problem analysis and needs assessment that informs the development of a program theory on core program services built. Identify and gathering the information needed to initiate planning (the information includes stakeholder interviews and research results which informs the groundwork for the program theory). Program design requires the agreement and commitment of the leadership team, the engagement and participation of staff and stakeholders, and a large investment of time and critical thinking. Organization's strategic plan, recent evaluation reports, satisfaction surveys, staff training, certificates and education required for positions. Identifying and analyzing the social problem is vital to take time to understand the situation and to define the problem and its causes which is the most important step in program development to determine its scope, nature and distribution. With respect to needs assessment, social problem has to be analyzed and translated into needs to maintain well-being (self-esteem, food, inadequate job skills, homelessness) in community for the services a program offers. Effective program theory focus on program problems rather than on activities, make explicit assumptions about the program expectations, provides a basis for long range planning, provides a framework to bring internal consistency to the program (Main, 2017).

2.2. Review of Empirical Studies

According to a survey study conducted 2009 by WFP which build on the analysis to better understand the strengths and challenges of school feeding programs globally confirmed that proper implementation of school feeding program can depend up on the choice of liable program modalities and designs. To the study of Bundy et al, (2009) across the developing countries, cooking food in school involves the complications and costs of providing labor, fuel, and cooking and eating facilities.

According to a study conducted by Aliyar et al (2015) in Chile found that households and communities specifically targeted exhibit their effort in program implementation designed to needs of the communities in mind. Case Studies conducted in France primary schools revealed that the students are facing the problem of obesity due to the absence clear food menu composition guide line stating clear information to run the to implement the program. A study conducted in Mali indicated that the school feeding program implementation needs reorganization, reformation and improvement for service delivery (Sibanda, 2012).

The major challenge in the implementation is the parent's inability to material contribution to support the program. Parents have the responsibility to construct food stores and kitchens for the program and provide funds for purchase of firewood and payment of cooks. The irregular supply of clean water for program is also considered as a major challenge to head teachers making them obtain water from other sources whose safety is not assured (Aila, 2012).

According to Atta and Manu (2015), Ghana has no understanding of objectives of the program and implementation guidelines. Problems of kitchens, storage, dining halls, cups, plates, and spoons deepen the woes of the school feeding program. Many schools do not have kitchens to prepare food for pupils. In this respect, a study conducted in eastern Shoa of Oromiya Zone aimed at assessing the role of Non- governmental organization found that non-governmental organizations played significant role in providing infrastructural facilities such as the construction of latrine for female and male students differently and clean water (Girma, 2013).

2.3. Implementation of school feeding program process in developing countries
2.3.1. Policy and related guidelines for school feeding implementation.

The school feeding implementation issues have not been well integrated and addressed in strategies, rules, regulations, programs, plans and activities to the expected level. It is weak owning to institutional capacity gaps of implementing schools involved in school feeding programs (Chmielewska and Souza, 2011). Monitoring and evaluation in school feeding running schools is fully fostered in fragile implementation practices, inadequate follow up and supervision of district level education office and lack of adequate functional and efficient community participations which is in a position to own the school feeding program in a sustainable manner

(Wangari, 2014).

Although implementation of school feeding program is very vital to students' learning, source of cash transfer to their families and pavement for production of human capital for governments is not backed by systematic, successive and flexible provision of important infrastructural facilities such as water, food stores, kitchen and kitchen wares (spoons, dishes, plates and cups) across SFP implementing beneficiary schools (Kunateh et al, 2016). A study conducted in Ghana exhibit that the school feeding implementing stakeholders had been in hardship of implementation documents and facilities despite the fact that the country had exceeding experience in school feeding. Decision-making was taken by top-down approach and was sometimes personalized and centralized in the hands of a few. The absence of the implementation guidelines and policy documents, problems of kitchens, storage of dining halls, cups, plates, and spoons were the most common problems.

Schools did cook food under trees during bright days and classrooms or on verandas during raining. This had negative impact on hygiene and health of the students and as well as teaching and learning process. Clear policies and regulatory framework on school feeding programs ensures sound implementation of school feeding program in public primary schools. Establishing clear policies on school feeding for school health is a critical first step to ensuring the sound implementation of school feeding (Atta and Adjunct, 2015).

2.3.2. Institutional Infrastructure Facilities

A study in Kenya reflected that school feeding in Kenya has been characterized by poor sustainability owning to facility issues such as unpaved rural roads, water, and permanent dwelling structures, electricity, permanent and lockable storage facilities (Wangari, 2014). A study conducted in Ghana showed that 83% of program implementing schools provided with water tanks and from which, 37% of the tanks supplied did not in employ owning to operational challenges which compressed pupils to take time to fetch water to support the feeding program. Toilet and hand washing facilities, training on in nutritional and hygiene were additional dominant school feeding implementation challenges (Kunateh and et al, 2016).

Storage, cooking facility, water supply, preparation facilities, preparation equipment and fuel availability can greatly affect the proper implementation of school feeding program implementation in beneficiary schools. Storage and cooking facilities have unique room to lag or facilitate the program implementation of SFP (Fitsum, 2012). Langinger (2011) realized that elements like clean water, bathrooms, kitchens, firewood, shortage, kitchen stoves, money to pay cooks and other insufficient infrastructures keep on to hinder complete realization of the fundamental goals of Kenya's school meal program. Financially poor schools involve parents to supply money, labor, water, and firewood to receive the daily meal. He also stated that rural school feeding program beneficiary schools are widely without road, fuel, water and food is prepared in non-hygienic and unsafe environment.

Machocho(2011) stated that rural school feeding communities in Kenya engaged in providing fire wood, kitchen wares, water for cooking and employing cooks and monitoring the overall activities the of the program including with funding processes. The school feeding committees, teachers and other regarding bodies collaborate with the principals on the provision of physical facilities. The physical facilities are storage facilities and cooking utensils. These facilities play a crucial role in facilitating and improving the school feeding program. The teachers work and operate in maintaining facilities and school infrastructure in order to ensure an effective school feeding program (Dei, 2014). School feeding needs strict application of different kinds of styles and modalities. It is important for the successful implementation of school feeding programs. If not, it may be one of the implementation challenges of school feeding programs by itself.

2.3.3. Management of the school feeding program implementation

A study run in middle and low-income countries revealed that effective school feeding program administration is the determinant issue influencing the implementation process of school feeding programs. School feeding program is challenging because it involves buying large quantities of food and these transactions are vulnerable to the favoring of special interests. It is important to design accountability measures into the program by informing beneficiaries their entitlements, establishing systems to receive complaints (Gelli, 2010).

Unstable and conflictive programs cannot be implemented properly. Progressively more monopolized administration of school feeding programs do not involve teachers and education staff, managements experiencing corrupt practices, negligence of responsibilities of the institution, ill-provision of resources from local and external sources, poor infrastructures, accountability systems and procurement modality can affect school feeding implementation process (Bundy et al, 2009). Despite their teaching time is disrupted, some subject teachers in beneficiary schools play key roles in the implementation process of school feeding programs. They supervise and coordinate meal preparation of cooks and look after the marching of students waiting for food (Gelli, 2010).

Effective management of school feeding program implementation needs taking accountability of appropriate planning, coordination, organizing, monitoring and evaluation and passing on sound decisions of donors and local program implementers promoting positive short and long impacts of the program on the

beneficiaries and implementers themselves. Coordinated and organized shouldering of school feeding program accountability and consistent monitoring and evaluation in beneficiary schools reasonably tackle the chance of corruption practices during school food procurement and contract process. Indirect tendering and bedding processes are typical means to open corruption windows (Machocho, 2011).

Gelli (2010) stated that school principals, school governing body or school feeding committee members, teachers and   other bodies in the targeted schools should have their own respective roles, executions, obligations and duties in managing school feeding program implementation processes to make the students' feeding process successful. In northern India, the mid-day meal scheme provided to children at government run schools distributed food to the school children every day for encouraging attendance, improving nutritional levels and arresting dropout rates. However, mid-day meal had high stock of problems. Lack of proper monitoring and evaluation resulted in killing of 23 children who ate contaminated cooked food due to presence of insects or lizards in the meals, huge corruption, unhygienic ally cooked and under-nutritious food. Corruption was involved in the delivery system. Fake enrolments were being done to embezzle money (Ibid)

2.3.4. Community Participation

A study finding in the northern Nigeria implied that the role of civil society association to the achievement of the implementation process of school feeding program is decisive. Civil society firms could educate and sensitize communities on the program aims and objectives through community radio and television. The locality of principal executives keeps minutes and attendance lists of meetings. Decisions should not be left to the district chief executives, head teachers, and matrons to take (Sulemana et al, 2013).

The voice of all community members has the power to influence the implementation of school feeding implementations. Communities are the unique pillar stakeholders not only for the implementation of school feeding process but also for all the school environment issues. Their involvement in implementing school feeding is important to find the right balance between programs that count on their participation and ownership which is a very positive element in sustainability and programs that seek to be largely funded by communities. Needs assessment, community participation, financial management, policy and regulatory framework have a positive and significant effect in school feeding program implementation in public primary schools (Wangari, 2014).

Community participation enhances the implementation of school feeding program to a greater extent. The involvement of the community in school feeding program can motivate the improvement of educational quality and enrolment, attendance, drop out and absenteeism. Public primary schools that depend on the community to organize and implement school feeding program offer certain advantages like increasing the contact, and hence communication between parents and teachers, officials and others, giving parents the opportunity to become more aware of what is going on at schools (Olubao et al, 2015). Communities often help with the maintenance of school' classrooms or kitchens and undertake program to furnish the school. Schools with strong community participation and involvement will have high probability to be included in SFP (Fitsum, 2012).

According to a study investigated in Nigeria, school feeding committee played a critical role in the sustainability of school feeding program implementation. These committees mobilize teachers, parents, cooks, school children, farmers and local market merchants to consolidate the sustainability of school feeding program in order to relive from the dependency of external donation. The result of the study also confirmed that these school feeding committees increase community involvement in beneficiary schools particularly where the programs relay on the community to prepare and serve meals to children (Gumelet al, 2012). If there is null involvement of community in the school feeding program implementation process, it may be threat to local implementers to run the program. Schools experiencing less community engagement are more suffering from implementation process than those having active involvement of the community.

2.3.5. The Conceptual Framework

Conceptual frame work is very important especially for the readers of the research who seek for new knowledge. The conceptual framework of this study is developed after the thoroughly analysis of theoretical and empirical literatures, to the large part on the importance of school feeding program and to the lesser extent on literatures stating about implementation challenges of school feeding. It is also designed by internalizing the current context of implementing school feeding program in public primary schools in Kindo Koysha district
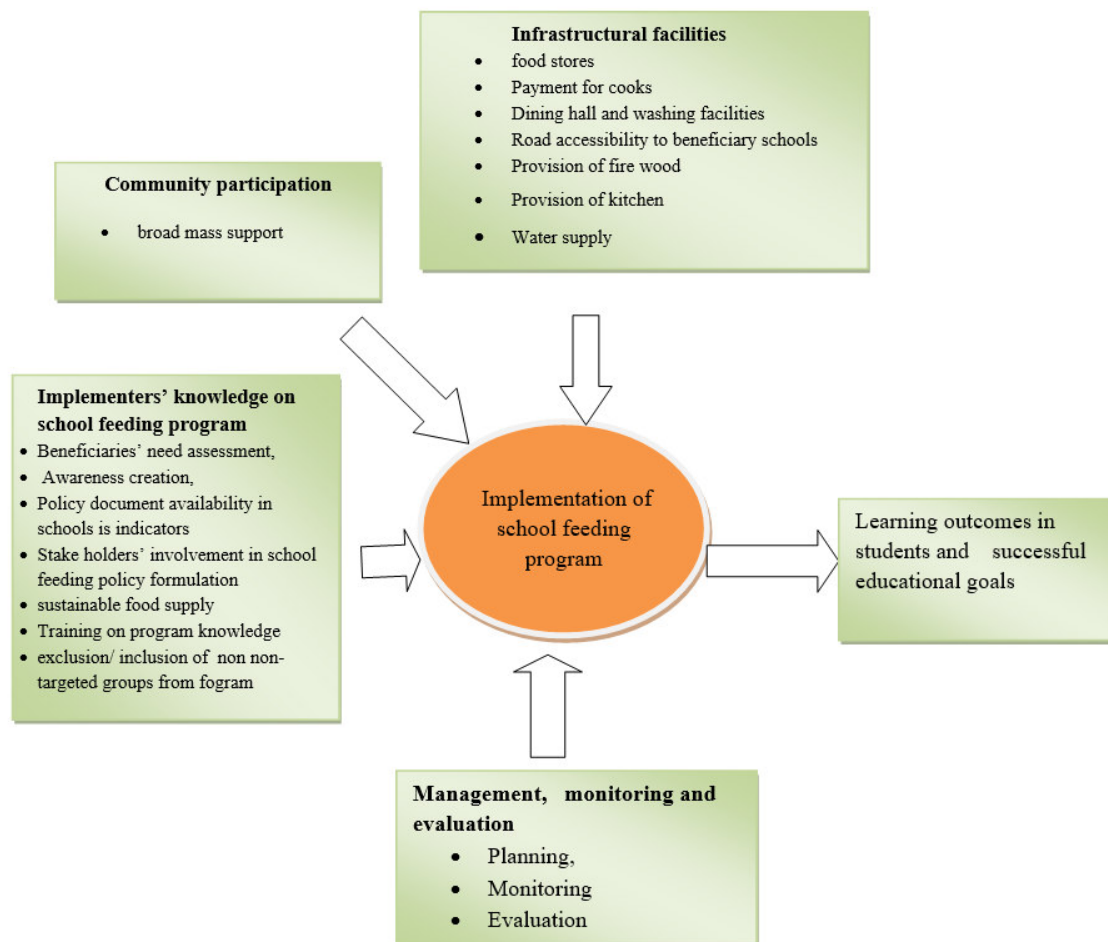
Source: Researcher's Own conception

3. Methodology

3.1 Description of the Study Site and the Program

World Food Program has been supporting the education sector development of Ethiopia by providing school feeding program food for public primary school students. The program is implementing school feeding program in Kindo Koysa district in Southern Ethiopia since 2005. Kindo Koysa district is located at the distance of 368 km from the capital Addis Ababa. The district is bordered on the south by Offa Woreda, on the south west by Kindo Didaye Woreda, on the west by Dawuro Zone, on the north by Bolosso Bombe Woreda, on the west by Damot Sore Woreda and on the south east by Soddo Zuriya Woreda. The administrative center of Kindo Koysha is Bele Hawassa. The total population of the district is 131,784 comprised of 67,154 male and 64,630 female. The majority of (79.82%) the inhabitants are Protestants, 16.73% are Ethiopian Orthodox Christianity, 1.52% is Catholic, and 1.18% observed traditional religions. Ecologically, Kolla(low land) is 36% and Woynadega(mid altitude) 64%. The site is experiencing 25°c-40°c temperature, 700-2280m altitude and 900-1300mm rainfall (CSA, 2000). The district has 43 public primary schools. Ethiopian Ministry of Education in alliance with the World Food Program started school feeding program in the district in 2005. The program included four public primary schools in which the current study is focusing on the study area (Oyducha, Tulicha, Mundena and Fajena Mata). It has been employing the on- site meal modality. Still these days there has never been an advance of program coverage in the study area (Annual report 2009).

3.2 Research Design

This study used descriptive research design to describe the perceptions, opinions and attitudes that prevail in school environment and phenomena that happened in the study area.

3.3. Research Approach

This study used mixed approach that encompasses quantitative and qualitative research approaches. Mixed approach was employed to generate database on implementation setbacks, the variation in situations and

attitudes respectively on implementation challenges of school feeding program. Additionally, the study used this approaches owing to the fact that single research approach is characterized by its own limitations and weaknesses.

3.3. Sources of Data Collection
3.3.1. Primary sources of data
Concomitantly, the researcher collected data from 2 district education office heads, 1 district school feeding program focal person, 4 head and 2 vice directors, 58 teachers, 28 SFC members, 12 cooks and 196 students
3.3.2. Secondary sources of data
Secondary data were acquired from World Food Program School feeding policy document and literatures on implementation of school feeding program via carefully and thoroughly analyzed to supplement the first hand data.

3.4. Methods of data collection
3.4.1. Questionnaire
District education office heads and a focal person, schools directors and vice directors, teachers, school feeding committee and cooks are direct implementers and students are the direct beneficiaries. Owing to this, the study addressed sample respondents in the beneficiary schools in Kindo Koysha district primarily. To address these heterogamous groups, the researcher administered the questionnaire to students and teachers of School feeding program to take representative and reliable data. The questionnaire presented to teachers' respondents had both closed and open ended type questions because the researcher believed that this group of respondents had sufficient knowledge to think in abstract way. On the contrary, the students' respondents were presented with closed ended as they are not matured enough with the formers. Close ended (agree disagree, high low, 'yes' or 'no') were used to obtain quantitative data about the implementers' knowledge on the school feeding policy, infrastructural constraints affecting the program management related and the role of community on the program. Open ended question that is welcoming free response helps to get the data about the awareness of the program implementers about the implementation of the program.
3.4.2. Interview
This data collection method helps to acquire detail information from the respondents. Respondents confined to the interview were district school feeding program focal person, the district education office heads and four cooks from each and every beneficiary school. The semi structured type of interview questions were presented to district school feeding program focal person during interviewing time to compare and contrast the information obtained from various respondents.
3.4.3. Observation
Observation were carried out to get the first hand information on water points, washing facilities, unpaved cliff road accessibilities, protracted and deteriorated kitchens, food commodity stores their base or ground is un cemented. Additional observations were made that students come to their class with fire wood and *jerkan* of water, students' feeding on open air, cooks preparing school meal from expired dated food commodities (2016), worms and maggots on 2017 commodities, names of co-operative unions on the sacks of food commodities such as Dubi Cares international and Sidama Elito.

3.5 Sampling Techniques
This study used both probability and non- probability sampling techniques. Probability sampling technique was used to select student respondents from the total student target population. As the study is launched on primary schools, grades seven and eight students were purposely selected as they were better off in knowledge from lower grades to describe about the challenges facing them.

Finally, quota sampling technique was accommodated for each and every school according to the contribution of the schools to total student population

Table -1 Proportional selection of students on the base of their contribution to total sample size from each beneficiary school in quota

No.	Name of beneficiary School	Total number of students	Proportional number of students selected
1	Oyducham	1197	71
2	Tulicha	1121	65
3	Mundena	638	37
4	Fajena Mata	379	23
1-4	Total	3335	196

Source: constructed by the researcher (2017)

Note: For example $\frac{1197?196}{3335}$= 71 for the case of Oyducham program beneficiary school.

From 196 students, 137 (69%) students were selected from grade eight and the remaining from grade seven believing that grade eight students are better off than grade seven in reasoning about the practice of school feeding program.

In terms of other respondents such as school directors, vice directors, subject teachers, school feeding committee members and cooks, the researcher used purposive sampling technique because of their limited number. The school feeding committee members were selected purposely as they have been voted by the general assembly of household heads and are believed to represent the whole population of household heads. It is very difficult to include all the target population of households (4326) in the study due to time, energy and financial constraints.

Table 2 . Distribution of the Targeted schools in KindoKoyshaWred

Schools	Head Teachers		Vice Heads		Teachers		Students	
	Male	Female	Male	Female	Male	Female	Male	Female
Oyduchama	1	_	1	_	12	3	609	588
Tulicha	1	_	_	1	13	3	608	513
Mundena	1	_	1	_	9	5	353	285
Fajena Mata	1	_	1	_	10	3	210	169
Total	4	0	3	4	44	14	1780	1555

Source: constructed by the researcher (2017)

3.6. Sample Size

Since 2005, the program implementing in four beneficiary schools were purposely selected. In order to get the real data from respondents, the researcher included all the students (3335), teachers (58) and school feeding committee members (28) population of four public primary schools in the sample size of the study. The researcher employed sample size formula of Slovan(1960): n= N/1+Ne^2

Where n= the required sample size

N = total population

e = 7% marginal error

 3335/1+ (3335X0.07X0.07) =

3335/1+16.3415=

3335/17.3415= 196

The sample size of student population is 196 and then purposely adding 58 teachers and 28 school feeding committee members because teachers and school feeding committees are less in number.

3.7. Key informants of the study

Four school directors, two vice directors, twelve cooks, two district education office heads and one school feeding program district focal person were key informants in this study. In this respect, the researcher used 28 school feeding committee members (7 members from each targeted School) from the total of 4326 households. Here the researcher has the reason that these committee members were selected by the general assembly of households in their respective Kebeles. To the researcher, their representativeness is faire because the committees have direct relation with the implementation of school feeding process in targeted schools and the lesson of time, energy and money is considered to encompass the whole of households' population.

Table 3. Sample unit, total target population, sample size, sampling technique, data tools, sampling frame and justification why the sample units are selected is presented here in below

Sample Unit	Target population	Sample size	Type of technique selected		Tools	Sample frame	Justification
			Probability	Non-probability			
Study Woreda		1		purposive			Regularity
Schools	43	4		Purposive			familiarity
Students	3335	196	Simple random	purposive	questionnaire	School	For being homogeneity and beneficiary
Teaches	58	58		purposive	questionnaire	School	implementers
School feeding co.	28	28		purposive	questionnaire	School/Kebele	Implementers and beneficiary
Directors	4	4		purposive	FGD	Schools	Implementers/junior managers
Vice directors	4	4		purposive	FGD	Schools	implementers junior managers
Woreda education heads	2	2		Purposive	Interview	Office	Managers
Focal person	1	2		Purposive	Interview	Office	Managers
Total	3434	295					

Source: constructed by the researcher (2017)

3.8. Methods of Data Analysis and Interpretation
3.8.1 Data Analysis Tools
Data analysis tools are critically important devices used to filter and refine the crudely collected data from the study respondents. The researcher employed SPSS, tables, pie charts, figures, graphs and Pictures to summarize data which is collected from those who included in sample size and key informants.
3.8.2 Data Analysis and Interpretation
The researcher used SPSS to compute and analyze the data collected via questionnaire to respond the research questions. Secondly the researcher has employed descriptive statistics such as count (frequency) and percentage to evaluate code, sort and analyze the data and narration was done to the data collected through focus group discussion, interview and observation. Finally, quantitatively and qualitatively gathered data were triangulated while going through findings.

4. Data Presentation, Analysis and Interpretation
4.1. Introduction
This chapter is comprised of presentation, analysis and interpretation of data, which has been acquired from both primary and secondary sources of information. The general objective of this chapter is to assess the exiting implementation practices and challenges of the school feeding program.

The quantitative data have been edited and coded to identify errors and encoded into SPSS easily. On the same stance qualitative data have been added to the data of questionnaires and coded based on the content. To mix the results of both data type, the researcher employed concomitant data analysis techniques which permit to analyze both quantitative and qualitative data simultaneously. Finally, the findings of the study are thoroughly compared and contrasted with the literatures.

In terms of the response rate, 282 questionnaires were distributed to beneficiary schools' students, teachers and school feeding committees so as to ensure the representativeness of the sample. Survey of beneficiary school was made by the researcher himself because the researcher has served in two of selected beneficiary schools. From the total of 282 questionnaires, 6 were not returned by teacher respondents and 8 were discarded due to incomplete information given by student respondents and the remaining 268 questionnaires filled completely by the respondents. Therefore, the response rate of the questionnaire is 93 per cent.

Table .4   Summary of Demographic Characteristics of the respondents

| Variables	Category	Frequency	Percentage	Z_{cal}
Sex	Female	151	52.1	
	Male	138	47.8	
	Total	289	100	
Educational back ground	Below 12 complete	210	71.6	7.53
	12 complete	7	2.3	
	Diploma	59	21.7	
	Degree	13	4.2	
	Total	289	100	
Service year in beneficiary schools	1-3 years	30	9.6	
	4-6 years	32	10.5	7.38
	7-9 years	209	71.2	
	10-12 years	7	2.3	
	Above 12 years	11	5.9	
	Total	289	100	

Source: constructed by the researcher (2017)

Table -1 indicates that, 52.1% of female respondents dominate male respondents in giving information about the implantation challenges of school feeding program in Kindo Koysha district in four public primary schools supported by World Food Program. Regarding educational level of the respondents, 71.6% share of the respondents is inclined to below 12th grade complete that indicates offer of successive training for the proper implementation of the program. Therefore, lower level educational background is one of the challenges that affect the implementation of the program.

4.2. Program implementers' knowledge on school feeding program
4.2.1. Stake holders' involvement in school feeding policy formulation
Evolving stake holders in school feeding policy formulation is very important for the successful implementation of the program. The respondents were asked if stakeholders are involved in the formulation process of school feeding policy. The following bar graph gives you an idea about the involvement of stake holders on the school feeding policy formulation.
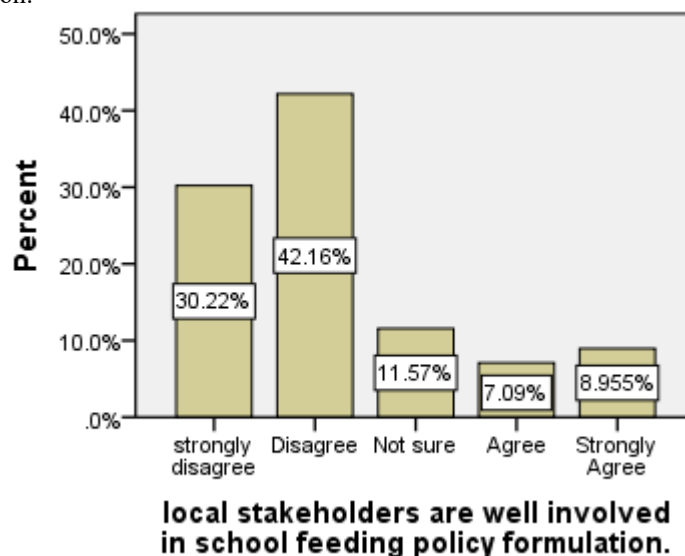
Source: constructed by the researcher (2017)
Finger-1. Local stakeholders' opinion on their involvement in school feeding policy formulation

As indicated on the above bar graph, 73% of the respondents tended to disagreement with the statement that local stakeholders are not being involved in policy-related matters cornering school feeding program. Only 16% of the respondents tended to the agreement that local stakeholder being involved in policy-related matters regarding the school feeding program. The finding revealed that, in the beneficiary schools of Kindo Koysha district, the local stakeholders were not involved in the school feeding policy formulation. Currently, local stake holders are running the program in an ineffective way that hampered the benefits and interests of the targeted groups.

4.2.2 Participation of local Implementers on Need assessment of School Feeding program

Program knowledge of local stakeholders such as beneficiaries, service deliverers and local managers is prime important for the successful discharge of any policy or program decision. In this respect, the researcher raised a question to respondents whether the local stake holders in the beneficiary schools take part in the need assessment of school feeding program or not in the beneficiary schools.

Table 5- Responses on local stake holders 'involvement in need assessment of school feeding

Item	Scales	Frequency	percentage
Local stakeholders are involved in need assessment of school feeding program implementation.	Strongly disagree	79	28.0
	Disagree	130	46.1
	Not sure	17	6.0
	Agree	23	8.2
	Strongly agree	19	6.7
	Total	268	95.0
	Missed value	14	5.0
	Total	282	100.00

Source: constructed by the researcher (2017)

As fostered on the above table, 74.1 % of the respondents replied that local stake have never involved in need assessment of school feeding program in the study area. Only 15.71% of the local implementers indicated that they were involved in need assessment of school feeding. The data from open ended part of the questionnaire is similar with that of the close ended data; the implementers have never been involved on the occasion of running need assessment to set out school feeding program which enables the implementers to know more about the program and keeps the potential interest of the targeted groups. With respect to beneficiaries need, 54.3% of students' respondents from open ended questions said that they dump or sell their respective ¨ *kinche*¨ lunch meal to villagers for their animals. They stressed the reason that especially ¨ *kinche*¨ school meal causes stomach ache. It is very hard to eat ¨*kinche*¨ without oil or oil content is less.

The data from FGD   that was held with the beneficiary schools' directors and vice directors demonstrated that due to lack of need assessment, most of the students are not willing to feed ¨ *Kinche*¨ meal because it is out their will. Even if the student take ¨*kinche*¨ meal, most of the time they dump it under trees in school compound. The directors added, this created another problem for school management to clear the dumped food from school compound. The majority of directors stressed that they have never been requested the items of food commodities that are contextually suitable with areal diets from regional bureau. They were always ordered to receive food commodities sent through cell phone messages from senior officials. The directors' respondents still strictly underlined that they regularly have reported to district office school feeding program focal person about to stop sending ¨ *kinche*¨ food commodity but the response is yet. To the comment of the directors, their students like former ¨*Fafa*¨ flour food commodity than ¨*kinche*¨. One of the beneficiary schools directors added that in his school, the number of students is as it is but oil dispatch is getting low and low.

All the cooks from all beneficiary schools responded through interview that students have no aspiration to feed '' *kinche*¨ food they have great need to feed flour of corn soya blend food. Cooks from Oyduchama and Tulicha beneficiary schools uttered that some students take the meal up to two times in single meal service and sell it to villagers and solicit money for other purposes.

Picture 1 Students feeding the kinche meal provided out of their need and will.
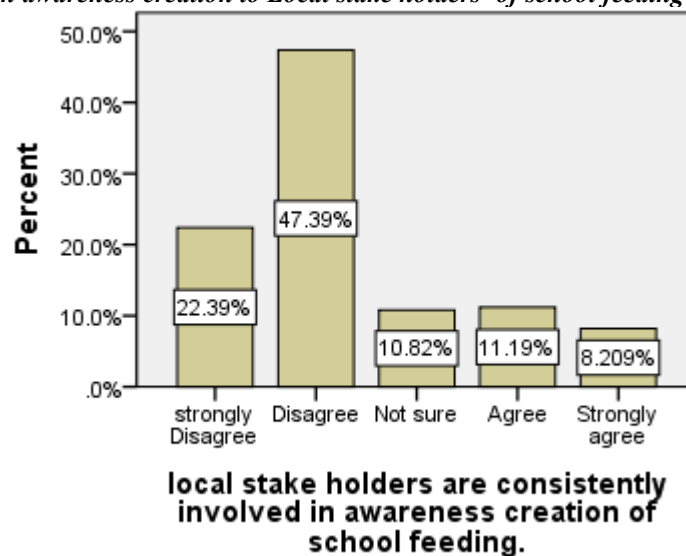***Source: field survey (2017)***

Evidence obtained through personal observation by the researcher indicates that cooked food is dropped and scattered beneath students eating food in groups comprising of at least from six on a plate. Evidences from directors, students, cooks and the researcher own survey is comparable with the quantitative data it shows program managers and sponsors never participated with local implementers on need assessment of school feeding program framework to have knowledge and understanding of implementing the program process smoothly. Additionally, involvement of local program implementers on program planning, financing and executing is vital for scaling up of implementers' knowledge to thoroughly run effective program process and realization of positive program outcomes. Launching effective need assessment in school feeding program has advantages such as exploring the problem of targeted groups,   setting up of priority for needs, listening the willingness of targeted groups, defining clear objectives and goals of programs, running sound planning, implementing the program in the context of factors at hand and making sound decisions concerning the improvement of the program are very important.

4.2.3. An awareness creation on local school feeding program   implementers on program

Awareness is a process of opening chances. Awareness creation in program implementation is important to develop competencies and proficiency essential to act out program implementation processes.

Respondents' opinion on awareness creation to Local stake holders' of school feeding program

Figure .2 *Awareness creations to Local stake holders' of school feeding program*
Source: field survey (2017)

The above chart indicates that the majority of   respondents replied strongly disagree and disagree which accounts 70 % of the total respondents. From the 268 total sample size with Z cal value 6.70 which is greater than the critical value of 1.81 at 7% level of significance majority of the respondents either strongly disagree or disagree with the statement that local stakeholders are consistently involved in awareness creation on school feeding program. About 19% of the respondents share agreements that implementers of school levels have been given awareness creation in the beneficiary school. Respondents inclined to the response of disagreement are greater in number than their counter parts.

The interview, which has been launched with officials at the district education office, also supported the evidence obtained through questionnaire. The interview indicated that school feeding program is characterized by complex process; which needs professional knowledge of cooks; most of the time cooks in four of the beneficiary schools are not keeping their personal hygiene and not using kitchen uniforms. Also an interview made with district office school feeding program focal person on the question of awareness creation shows that cooks offer the cooked and uncooked food to their fellow neighbors at the end of daily meal service accepting that sometimes these neighbors help them by filtering food commodities. Evidence from FGD indicated that cooks always gave cooked food to villagers even if they were warned regularly.

It also has strong power to positively influence the program process performances, the capacities, skills and activities of implementers. Creating awareness to the program local implementers is very vital in promoting program goals, developing nutritionally balanced school meals using local ingredients, building students access to school meal / meal service delivery/, providing adequate information to poorly performing implementers and increasing the stakeholders' understanding of the benefits of the program, empowering implementers for better performances and their knowledge competences of achieving holistic outcome of the programs (Ibid). On the opposite, the data gained from questionnaire, focus group discussion and interview reflects that in the program beneficiary schools of Kindo Koysha district, local implementers have no knowledge and understanding on the implementation process supported by awareness creation. It has been a reasonable challenge for the successful implementation of school feeding which intern negatively affect long term outcome of education that is promoting quality education.

4.2.4. Training on school feeding program implementation
Training can empower the school feeding program implementers' knowledge in order to run smooth process of the program implementation which can keep on the important skills and competencies of program implementers directly and keeping the interests and needs of the program's targeted beneficiaries. The respondents were asked whether the local implementers trained on the program implementation.

Table -6 Respondents' opinion concerning training on SFP implementation

Item	Scales	Frequency	Percentage
Local stakeholders are well trained in school feeding program	Strongly disagree	72	26.8
	Disagree	130	48.5
	Not sure	25	9.6
	Agree	30	9
	strongly agree	11	2
	Total	268	95.0
	Missed Value	14	5.0
	Total	282	100

Source: constructed by the researcher (2017)

As the table above showed that the majority of the respondents' response (From the 268 total sample size with Z cal value 7.84 which is greater than the critical value of 1.81 at 7% level of significant majority of the respondents either strongly disagree or disagree with the statement that local stakeholders are consistently trained on school feeding program implementation) disagree and strongly disagree which accounts 75.3 % of the total respondents. With respect to agreement, only 11 % of the respondents agreed that the local implementers have taken training on the implementation but the disagreement exceeds the number of agreement which shows no sufficient training mounting up the knowledge of the implementers is given to program implementers. The result of FGD resembles the data from questionnaire groups which shows the implementation of school feeding has been launched by inefficient trainings and contextual experiences though the program lacks legally approved policy documents.

Based on the interview made with cooks during field survey, almost all cooks have never taken training during their stay in schools. Despite the fact that students' respondents are not invited to respond open ended questionnaire, 54.3% of the students remarked that cooks are delivering school meal by favoritism, prior service to students whom they knew outside school. Concerning the interview made with district education office heads, World Food Program has been attempting to enforce the sound implementation of the program with the provision of annual trainings. But the status of the training is not all stakeholders inclusive; taking only a director from each and every beneficiary school. Poor attempt was made by program managers to scale up program implementers' knowledge by providing sufficient training. The evidences from questionnaire, open ended question, FGD and interview revealed that in the beneficiary schools of Kindo Koysha distict, the school feeding program implementers have no program knowledge that is supported by important training. This finding is not in line with the assumptions of the 2013 School feeding policy. This program document forwards that regular training is vital for the local stakeholders in order to mount the knowledge of the program. But in the study area, the program implementers have no knowledge on the program implementation process. The implementers are acting the service poorly. Thus, in the study area lower strata implementers have been conducting the implementation process without knowing the new insights, lessons learned and important program idea share that can acquired through training. They were running the program without knowledge, skills and competencies supported by training.

4.2.5 Availability of program documents

The availability of program documents has large number of purposes especially during the implementation of school feeding program. They provide clarity to the program implementers when dealing with the technical, accountability, responsibility and service delivery issues while the program process is going on implementation. Concerning this issue, the researcher asked teachers and school feeding committees whether menus are alive in beneficiary schools by employing "yes" or "no" question. The response pace of the question is presented here under.

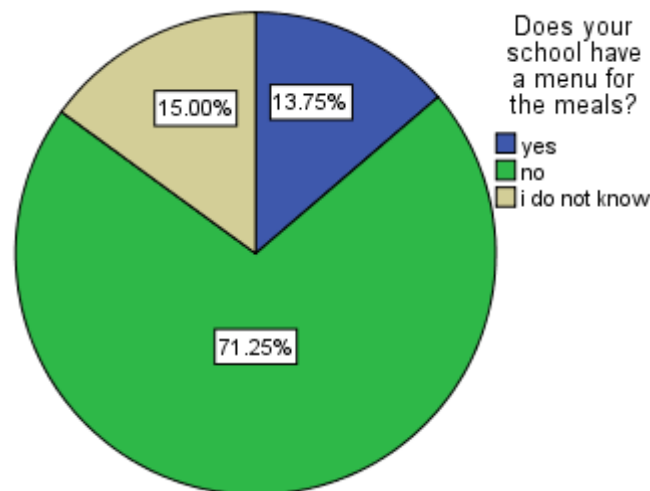***Respondents' opinion concerning the availability of clear menu for meals***

Figure-: ***Respondents' opinion concerning the availability of clear menu for meals***

Source: field survey (2017)

As illustrated by the pie chart, the vast majority of respondents that is 72 % are inclined to "no" response on the availability of clear menu for school meals. This implies that the beneficiary schools do not have referring menus to run the technical implementation process of school feeding which by its part retards the performance of the process. Only 14 % of the respondents agreed that they have menus for the preparation of school meals in beneficiary schools. Even in our country, there are no program documents such as guidelines, procedures, directives and manuals which can add the program knowledge to the program implementers (MoE, 2009).

The FGD discussion attendants as well responded against the same question that there are no clearly written guide lines, directives manuals and menus in schools. They mentioned that the practice is done by conventional deeds. Therefore, the program knowledge discrepancy of the implementers reasonably deteriorated the program resources; bring fallacy of objectives and goals and adding null to focused beneficiaries. According to the evidences gathered from questionnaire, document analysis and focus group discussion, the program implementers have never been provided with school feeding program documents which enable them to have clear technical, responsibility, accountability and service delivery knowledge to perform the smooth implementation of school feeding program. In terms of 2013 school feeding policy which is designed by World Food Program, this finding contrarily experiences that no alternative measures are taken such as policy advice, dialogue, the ownership of nationally owned policy document, guidelines, menus, directives and manuals as proposed by World Food Program to program implementing countries and their respective local stakeholders.

4.2.6. Sustainability of food supply and inclusion or exclusion of non-targeted groups

4.2.6.1 Sustainability of food supply from donors or Ethiopian government.

The reason way sustainability of food supply to school feeding Program is confined to research question one in this study is that according to World Food Program School feeding policy of 2013, food sustainability standard of the 2009 World Food Program School feeding policy is rearranged and sustainability of food supply is assigned as one of the policy goals in 2013 World Food Program School feeding policy. To this policy goal, food quantity, quality and timeliness are supervised by this policy goal which can encourage the knowledge of the implementers. And the sustainability of food supply is the vital element which can retard or making uniformly undergo the implementation of school feeding program. Pertaining to this issue, the researcher raised a question "The extent to which food supply from donors or Ethiopian government to your school is" to teachers, school feeding committee and students respondents whether they consider the regularity of food supply to measure the level of agreement. The rate of response is presented here under.

Table 7. Respondents' Opinion on the sustainability of food supply from donors/ Ethiopian government

Item	Scales	Frequency	percentage
The extent to which sustainability of food supply from Donor/ Ethiopian to your school is	Very low	96	34.0
	Low	137	48.6
	Medium	19	6.7
	High	16	5.7
	Total	268	95.0
	Missing Value	14	5.0
	Total	282	100.0

Source: constructed by the researcher (2017)

As indicated on top, greater part of respondents tend to the option of very low and low which accounts 82% of the total responses. It shows that food sustainability is low in the beneficiary schools of Kindo Koysha district. Only 7.1% and 6% of the respondents said that the sustainability of food to schools is medium and high respectively. The result of similar data sources on open ended part of the question shows the sustainability of food supply is the first and for most factor lagging the program implementation. Totally 268 respondents or 100% of this data groups upsettingly stressed, it is this factor which has never been resolved these days in beneficiary schools. Exclusively, still from the similar data sources, three out of four Kebele health extension workers expressed their disappointing that they are nominally assumed to supervise and follow up the day to day feeding process. They said that:

> *Food transportation has no alignment with instructional calendar.*
> *It always precedes or proceeds annual schooling schedule.*
> *Directors and guards involved in committing corruption of uncooked*
> *food and oil. At least in a year one or two corruption cases go to local courts.*

Based on the information gained from interview with district education the program focal person, food donation sometimes lags behind two up to three months in unknown cases. But while the food commodity dispatch is on, each beneficiary school receives full food dispatch including with off months of the dispatch which result in surplus food in stores. It is this food, exposing to thefts and food decays.

A FGD result from directors and vice directors is relatively similar with district education school feeding program focal person that food commodity supply stays rarely up to two months and the quality of food is very poor including with expired dates. The cooks' respondents also on their part remarked that in addition to poor sustainability, it is expected of them to winnow and clean the food commodity from impurities and worms. In terms of data from students' respondents, 54.3 % of the students' respondents mentioned that there are worms, seed corn beetles and seed corn maggots seen on cooked food.

4.2.6.2 Exclusion of non targeted groups from the program

Unknowingly, program implementers are encompassing non targeted groups in the social intervention programs such as school feeding program. This can not only frustrate the sustainability of food supply of the whole program but it also can cause failure objectives and goals of the program and hurts the entitled benefits of the beneficiaries. This also endangers the benefits, interests and needs of the beneficiaries. With respect to non-targeted groups' exclusions measures, the researcher raised a question whether the inclusion of non-targeted groups in program is a challenge in the implementation of the program beneficiary schools or not. The respondents' answer revealed below.

Table 8. Opinion on the exclusion of non- targeted beneficiaries from program

Item	Scales	frequency	Percentage
The exclusion non targeted groups from the program.	Very low	76	27.0
	Low	115	40.8
	Medium	33	11. 7
	High	17	6.0
	Very high	27	9.6
	Total	268	95.0
	Missed	14	0.5
	Total	100	100.

Source: constructed by the researcher (2017)

The respondents' idea illustrates that 68% of the total respondents explained that the exclusion of non targeted groups from the program is seriously low and it is the hard-pressed challenge for the implementation of school feeding program in the study area. And 16.4% of the respondent said that inclusion of non- targeted groups in the program is not a challenge among beneficiary schools of Kindo Koysha district and 11.7 % of the respondents said that there is medium measurement of exclusion of non- targeted groups. Four of the health extension workers from within school feeding commitee members and 54.3 percent of the students' respondents share resembling ideas on the issue that public meeting attendants, Kebele administrators, rural land fee collectors, beneficiary schools' guards with their families and large number of villagers around schools feed from school meal in addition to students. For that reason, based on the given quantitative and qualitative data from various respondents, the involvement of exceeding number of non- targeted groups in the program hatred the students' aspiration of following their learning and their parents' attitude towards school feeding program can be obsolete and this can motivate rather blowing of non targeted groups into beneficiary schools. All in all, the involvement of non targeted groups is a reasonable challenge to keep the desired benefits of beneficiaries and failure program objectives.

4.3. Infrastructural constraints affecting successful implementation of SFP
4.3.1 Water supply
From cooking to consumption, water supply and its quality is an important element in SFP implementation process. It has special power to make the program process submissive or energetic to attain the intended objectives and goals and protecting the beneficiaries needs and interests. It has capacity to lag or accelerate the implementation process of SFP. With regard to this, quantitative data group respondents were asked whether there is sustainable water supply in School Feeding Beneficiary Schools of Kindo Koysha district or not.

Table-9. Respondents' opinion on the status of water supply to School Feeding Beneficiary Schools

Item	Frequency	percentage
The extent to which water supply is a challenge to your school		
Very low	107	38.2
low	115	40.8
Medium	21	7.0
High	10	3.9
Very high	15	5.3
Total	268	95.0
Missed Value	14	5.0
Total	282	100

Source: constructed by the researcher (2017)

As indicated on the above table, very large number of respondents' response indicated that 79% of the entirety respondents leading to options of very low and low. That means water supply to program implementing schools is very low. The other three options (medium, high and very high) only accounts for 16.2% of the total

respondents. All qualitative data groups from all beneficiary schools revealed that most probably students aging averagely from 14-15 years are source of water for implementing SFP. Students from all beneficiary schools had to walk about three kilometers travel to fetch water from rivers and ponds which consume match of their study time and is even not good for their health. The respondents also remarked that when dry season emerges, it has been Red Cross organization involving transportation of water for program implementation since last year only to Fajena Mata beneficiary school. Exclusively all respondents from this school mentioned that the school was obliged to alter the existing school feeding modality that is school meal into take home ration modality due to absence of water.

Respondents from all schools added "Since the year 2005, the responsibility of providing water is totally loaded on students' shoulder in all beneficiary schools". Students are ordered to bring water from anywhere for tomorrows' meal service and for this day's drink after lunch.

Picture 4.2 Water provision to program implementation responsibility is totally shouldered by student/by targeted beneficiaries/in addition to learning.
Source: field survey (2017)

A depicted from the above figure, temporary water tanks was placed in the schools' compound to store water. The students of all grades had to come to school with a *jerkan* of water every schooling day. Water supply sustainability is exceedingly acute problem in order to implement school feeding program in beneficiary schools of the study area to promote the program objectives and goals in particular and to attain at the desired educational goals in general. The evidences from questionnaire, personal observation, FGD, interviews indicated that water supply is identified as one of the major constraints affecting school feeding programs in beneficiary schools.

4.3.2. Road accessibility to beneficiary schools
Road accessibility can facilitate the successful implementation of social protection programs like feeding students in primary schools so as to increase their enrollment, attendance, keep the health of the pupils, managing the educational wastes and promoting overall educational goals. With respect to this, the researcher raised a question to all the respondents if there is quality and accessible road access to BSs in Kindo Koysha district or not. The data from Fajena Mata and Mundena beneficiary schools showed that there is no problem of road to transport school food commodity from abroad during dry season. Most of the time food transportation disruption occurs during rainy seasons. On the contrary, all respondents from Oyduchama and Tulicha beneficiary schools mentioned that the basic problem for the implementation of school feeding program is the presence of unpaved cliff roads which are available in our Kebeles since long years ago we reported to the local government to construct roads and other development infrastructures but noting is replied. Due to that, always food transportation to Oyduchama and Tulicha schools is characterized by adversity. According to the researcher' personal observation, there is single unpaved cliff rural narrow road sometimes claims life of motor drivers. All the respondents alarmingly reported that food transporting Lorries drop their load at mid way points

and then transported to schools by hiring pack animals for about 10 days. The responsibility of caring food from midway point to school is shouldered on the hiring individuals that locality contractual agreements are not effective in which cheating and other illegal acts are there. Therefore, road accessibility to program beneficiary schools is identified as one of the major constraints affecting the implementation of school feeding program. Recommendation

4.3.3 Lack of fire wood

Sustainable and effective implementation of school feeding can be depending up on the regular provision of quality and quantity fire wood provision. Irregularities of fire wood provision or on and off supply of fire wood has the power to make feeding centers' feeding process ineffective.   With respect to this, the researcher raised a question to all the respondents whether getting fire wood is a challenge in beneficiary schools or not and to justify the supplier. All the 100% of respondents mentioned that since 2005 students have been the only providers of fire wood to school for food preparing purpose. But exclusively 54.3 % the students' respondents remarked that school management punishes them corporally or psychologically if they were not bringing wood to schools. It was also expected of students to clean toilets or be disbanded from schooling from the case. On the other hand, interview result from cooks pointed out that they were suffering from blows of smoke due to unseasoned and not properly chopped fire wood. The finding of this study on the provision of firewood to beneficiary schools also identified firewood as one of the major constraint affecting the smooth implementation of school feeding program.

4.3.4 .Poor provision of kitchen

Kitchen is one of the infrastructural facilities which facilitate the implementation of school feeding program in beneficiary schools. Good kitchens are guarantee for food and cooks safety. In terms of quality, the kitchen should give comfort for cooks and for the cooked food. Quality kitchens have to protect the cooked food from sunshine, dust, rain and other odd out things which can harm food. Smokey kitchens are not good for the health of cooks. With reference to this, the researcher raised a question whether the beneficiary schools are facing the challenge of kitchen or not

Table 10. Respondents' opinion on getting challenging kitchen for cooking school meal

Item	Scales	Frequency	percentage
The extent to which getting challenging kitchen for cooking food in your school	Very low	7	2.5
	Low	5	1.8
	Medium	13	4.6
	High	43	15.2
	Very high	200	70.9
	Total	268	95.0
	Missed value	14	5.0
	Total	282	100.0

Source: constructed by the researcher (2017)

As indicated on top, the immense number of respondents inclined to very high and high choices that account for 86% of the total respondents. That is in the study area the problem of kitchen is high. Respondents whose choice was confined to very low and low were 4.5%. The interview made with 12 cooks showed that kitchen is the primary problem that during rain, they set out cooking food in class rooms and verandas of schools' buildings. They also remarked that the out casted none targeted groups simply harm them by stone threw through the vacuum holes of wall of the kitchen. On the same issue, due to absence of discipline managers of school feeding committee or daily co-coordinator, majority of the ill-disciplined students and non- targeted groups were interning through big holes of deteriorated kitchens for meal service.

Picture 4.3 Cooks of beneficiary schools are facing challenges from kitchens looking open air *place illustrating the deteriorated kitchen status*

Source: field survey (2017)

According to the observation of the researcher, kitchens in almost all beneficiary schools were looking worst for cooking school meals. No prepared place was there to put cooked and non cooked food differently, no lockable windows and doors, no surplus spaces to put additional utensils helping food cooking process, no stoves and the cooks have no kitchen uniforms at all. All the respondents' groups except district education office heads and district office school feeding program focal person, agree with the challenge of kitchen. An Interview result from district education heads and district office school feeding focal person reversed the data of cooks that the beneficiary schools have no problem of kitchen remarking community is there facilitating kitchens. The finding revealed that fire wood provision has the role to lag the implementation of the program. The provision of fire wood was identified as one of the constraints affecting the implementation of school feeding program in the study area.

4.3.5. The accessibility of food Stores status and its management

Quality food store is an essential component which can affect the implementation of school feeding program. Quality stores keep food items from unwanted decay and lose. While the construction of kitchen, such issues as the number of students serving in beneficiary school, areas that are not swampy, floors free from creaky cemented floors that may lead to the intern ace and exit of pests, properly lockable doors and windows that can protect thefts, dust and rain and un leaky roofs   should be taken into consider. With respect to this issue, the researcher raised a question to the respondents whether schools are using challenging food stores for cooking school meal or not.

Table-11. Respondents' opinion on using challenging food stores inBSs

Item	Scales	Frequency	Percentage
The extent to which food cemented using	Very low	4	1.4
	low	11	3.9
	Midum	19	6.7
	High	74	26.2
	Very High	160	56.7
	Total	268	95.0
	Missed Value	14	5.0
	Total	282	100

Source: constructed by the researcher (2017)

As indicated in the table above, 83% of the respondents are inclined to the response high and very high challenges of school food stores. Only 6% of the respondents thought that the food store is challenges. The interview made with FGD indicated that due to financial constraints the schools are facing, the proper maintenance of food stores is yet and has been problem in BSs. Because of the schools guards are paid little money, they were not willing to keep the schools. As a result of this beneficiary schools' stores are stolen by

thieves. Still all the FGD members remarked that there had been food commodity decays due to not cemented food store grounds. About 54.3 % students on their open ended question remarked that breaking of food stores is very natural issue which always caused non feeding days in each and every school. The interview result from district education office heads and focal person was consistent with that of the students' respondents. Therefore, evidences from questionnaire, personal observation, FGD and interview results indicated that food store is identified as one of reasonable constraints affecting the smooth implementation of the program in beneficiary schools of the study area.

4. 3.6. The availability of Payments for Cooks, dining hall and washing facilities
4.3.6.1 Payment for Cooks
Payment satisfaction can inspire cooks to perform and run their work efficiently and effectively which can result in beneficiaries' satisfaction and the attainment of preplanned goals. School feeding program has a potential to lower down the magnitude of unemployment for women and youths. It is natural that in school feeding program implementing areas men, women and youths substantially involved in preparing school meal programs in order to support their suffering families from poverty. On the subject of the issue, the researcher forwarded a question to all taxonomies of respondents whether the beneficiary schools' management has no problem on the playing of cook's payment monthly or not. An interview result made with cooks showed that the payment sometimes stays for a year or half year. Additionally, they remarked that they were demoralized by some school management bodies to withdraw from work keeping the payment at them. The interview made with district education office heads and focal person showed that the responsibility of paying cooks payment is given to beneficiary schools by creating financial sources. On the open ended questionnaire, 54.3 % of the total students' respondents remarked that due to refusal of cooks to prepare food, for not less than a month meal of school became off.

Table 12. The distribution of cooks' average monthly and the daily average income per cook

No.	Beneficiary School	No. of cooks	Position in the family	Educational background	Training status given	Monthly Salary in ETB	Feeding days	Average daily income	
1	Oyduchama	4	household heads	illiterate	No	150 ETB	22	6	81
2	Tulicha	4	Household heads	illiterate	No	200 ETB	22	9	09
3	Mundena	2	House hold heads	Both of them were grade 8	No	200ETB	22	9	09
4	Fajena Mata	2	House hold heads	literate	A cook took training once	150 ETB	22	6	81
☆	Total	12	House hold heads	Poor education status	Once	700 ETB	22	31	08
						175 ETB	22	7	77

Source: FGD made with beneficiary schools' directors and vice directors (2017)

As indicated in the above table, the average monthly salary is 175 ETB and their daily income from the salary is 7.77 ETB. From the above table it is possible to conclude that as far as all the cooks are leaders of the family, their gain from the feeding program to with stand themselves and their families very low on which they have never been satisfied. With this stance, they are involved on additional activities which can be supportive to their income from feeding center. Due to this daily and weekly turnover of the cooks from feeding center substantially increases non feeding days which in turn shattered the implementation of the program. The data that was gathered from open ended questionnaire of teachers and health extension workers from school feeding committee indicates that cooks were involved on mini corruptions such as taking some amount of uncooked food commodity and cooked food to their home and give from it to their favorite relatives and villagers. Thus, information from cooks and students showed that payment of cooks is reasonably identified as one of the constraints affecting the implementation of the program.

4.3.6.2. Dining hall and washing facilities
The field visit result of the researcher implied that in all the program beneficiary schools, there was no dining hall and washing facilities at all. The beneficiaries were using shadows of big trees, verandas of teaching class room, backside of buildings and backing to class rooms to feed their school meals. On the issue of washing

facility, it is unthinkable that there is even no water for cooking purposes rather than getting washing facilities. It was observed that some students were bearing water with old highland bottles only for drinking. But most of the pupils were cleaning their hands with tree leaves.

4.4 The program management related challenges facing the implementation of School feeding program
4.4.1 Planning.

Planning is one of the most vital program management and time management system in programs or projects like in school feeding program to manage the time of food delivery and instruction delivery. The school feeding modality should only be accompanied with that of the school level general educational plan. Planning in beneficiary school level is most fundamental to management tasks of school level stakeholders concerning the attainment of needs or demands with the available resources. Planning process in school feeding encompasses detection of expected potential goals such as attainment of quality education and health environment of schools and beneficiaries themselves to achieve and monitor all the steps in school feeding process. Planning in beneficiary schools also is important to solve time management problems which arise between meal service delivery and teaching learning process. Planning identifies a desirable future of the school feeding program and to prepare a course of meal service to achieve the sustainable teaching and learning process and to keep the students at schools. With respect to this issue, the researcher presented a question to the respondents whether the beneficiary schools have different level of management plan which align with school level educational goals or not. The response rate is presented here in below

Chart 4.2 Responses rate on the absence of different level SFP management plan
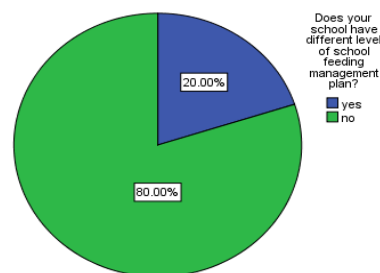
Figure -6 Showing absence of management plan
Source: constructed by the researcher (2017)

As shown on the pie chat,80% of the respondents inclined to the response of "No" that is the beneficiary school have no monthly, quarterly, half year and annual plan of SFP. No more than 18% the respondents subjected to "Yes" responses. The number of respondents inclined to the "No" planning in the beneficiary schools is greater than their counter parts. An interview result made with FGD indicated that there was no SFP school level management plan in conformity with formal educational plan. The respondents added that it is even affecting the regular teaching learning process by distorting class room instructions. It always hampers school's educational plans with the application of unstudied school feeding modality from program donors and sponsors. The practice of school meal service in all schools always starts after break time. Different scenario is conceptualized that data from district education office heads and a focal person revealed that all the beneficiary schools have amalgamated SFP plan which is not come across normal educational plan. On their open ended questionnaire part, the teachers' respondents replied that owing to the absence of feeding plan, most of the teachers were not willing to execute the meal service the responsibility of co-coordinating the meal service process. It is real that not only running school feeding program but also the basic educational planning has been at risk due to absence of school based feeding plan. The school management including with SFC were irresponsible of developing school meal service plan. The potential fate of the improvement of the program, its progressive analysis has been in question in beneficiary Schools in Kindo Koysha district. The evidences from questionnaire, FGD and open ended part of the questionnaire shows that in the school level management of the program, there is no plan of the program in the study area. The local implementers are practicing the program process in contextual way. Therefore, the absence of planning for beneficiary schools in the study area in order to implement the school feeding program is explored as one of the program management related challenges facing the proper implementation of the program.

4.4.2 Monitoring

Monitoring programs is continuing process by which stakeholders get regular indicator on the improvement made towards achieving goals and objectives, reviewing progress made in implementing actions or activities. It dealt with inspection and progress of the program against achieving goals, following up the use of the agency's resources, figuring out the new potential strategies and actions need to be taken to ensure progress towards the

most important results of the program. Concerning the affair, the researcher raised a question whether the program managers, sponsors and district level staffs have conducted the monitoring schools or not. The response is presented below

Table 13.The of monitoring conducted in beneficiary schools

Item	Scales	Frequency	Percentage
Have donors or Woreada education staffs conducted school Feeding program monitoring in your school?	Yes	16	18.6
	N0	64	74.4
	Total	80	93.0
	Missed v.	6	7.0
	Total	86	100.0

Source: constructed by the researcher (2017)

As illustrated on the above table, 75% of the respondents are indicating that monitoring was no more conducted in the beneficiary schools in Kindo Koysha district. Only 16% percent of the respondents witnessed that there has been regular and standardized monitoring in the program beneficiary schools. An interview result made with cooks showed that during school meal service, they could not serve the entire student equally due to disturbances among youngster students of upper grades and the teenagers of the lower grades to be served. To the cooks, disturbances, conflicts and misbehaving deeds were very common during meal time. No one was taking responsibility in co-coordinating except directors during meal service process. Still to the cooks, serving the students in conditions like this was also not only risky to the cooks' health but also it is hard for teenager students to feed from the school meal without controlling and strict monitoring from school managements such as school feeding committee and close follow up and daily oversight from all teachers and management bodies. Nonetheless, students were not forwarded with open ended question, 54.3 % of the students respondents commented that students from within were pulling and pushing on the way to kitchens and in kitchens due to the absence of supervising, controlling managing and monitoring functions. The information gained from district school feeding program focal person showed that school level implementers were not given any feedback from program sponsors and managers about the progress of, checking the achievement of the intended goals and objectives. The regional bureau staffs always call the local implementers only through cell phone calls for important urgent information of the program implementers. The focal person added, in the district level there was no transportation mechanism in order to strictly follow up the monthly and the quarterly controlling and monitoring. The evidence from questionnaire, interview with cooks, open ended question from students' respondents, interview with district officials and school feeding focal person revealed that the presence of low level of monitoring is explored as one of the management related challenges affecting the implementation of the program in the district.

4.4.3. Program evaluation

Conducting evaluation on programs is important to determine the relevance of the program to targeted groups, sustainability of the program to the beneficiary society for the fulfillment of objectives and confirms results that can be used for public relations and cheering services in the community. It is also essential to identify program strengths and weaknesses to improve its performance, provide information to inform decisions, improve performance and achieve preplanned result. With this regard, the researcher raised a question whether the local stakeholders involved in the school feeding program evaluation invited by donors or Ethiopian government on the issue of program processing or not. The response is here in under.

Table 14. Respondents' opinion on the involvement of stakeholders on program evaluation

Item	Scales	Frequency	Percentage
Have donors or Woreada education staffs conducted school feeding program evaluation in your school?	Yes	16	18.6
	N0	64	74.4
	Total	80	93.0
	Missed	6	7.0

The above table indicated that 74% of the total respondents have been inclined to the response "No" and 18% of the response is confined to "Yes". The response "Yes" exceeds that of "No" that indicates donors in co-ordination with the regarding bodies from the government have never invited the local implementers in conducted the evaluation or they themselves haven't conducted program evaluation on school feeding program in the study area. An interview result made with district education office heads and focal person indicated that there is no practices evaluation that was co-ordinate and arranged by the program managers and sponsors from abroad. The data from FGD is comparable with that of the interview result of local government officials. Evidences from questionnaire, interview with district officials and FGD ensured that there has been no program

evaluation conducted by involving local stake holders with in the program's eleven years history. According to the principle of evaluation, any program should be evaluated starting from a year old. But school feeding program of the study area has never been evaluated through its eleven years history. Therefore, the absence of program evaluation in the study area is explored as one of the major management related challenges affecting the implementation of school feeding program.

4.5. Community participation related challenges
4.5.1 Community Support
Community can participate on planning to establish school enterprises that support the feeding program, involve in food security, promoting parents to gardening enterprises, involve in community based gardening activities with children, teachers, and parents, take on modern gardening/farming techniques and skills and activities, supply seeds, firewood, fetching water and garden tools in order to support the school feeding program and hiring cooks are activities that community members can act out. The researcher raised a question to the respondents the study area if communities have been supporting the program beneficiary schools.

Table 15. Response on the communities support to the beneficiary schools.

Item		Frequency	percentage
The extent to which your school is supported by communities in implementing the school feeding			
Very low		52	18.1
Low		126	44.7
Medium		45	16.0
High		31	11.0
VERY HIHG		14	5.0
Total		268	94.7
Missed value		14	5.3
TOTAL		282	100.0

Source: constructed by the researcher (2017)

As indicated on the table, 63% of the respondents are inclined to the response of communities' low support in kind and cash to the SFP. About 18% of the total respondents thought that the extent of the community support is optimum. The data from open ended part of the questionnaire indicated that in all BSs, the communities have never shown the commitment of ownership of SFP. The interview made with district focal person indicated that school feeding committee was passive in all beneficiary schools that cannot meet regularly on the issues of the program. The result gained from FGD showed that despite the fact that communities were mobilized by the Kebele administrators on the issue of the program, the community showed null participation because they cannot even support their families because of their low living standard. The students' respondents (54.3%) on their open ended questions replied that they were disbanded by their respective school directors on the issue that their parents are not willing to pay cooks and school guards monthly salaries. The analysis of open ended questions filled by teachers and school feeding committee indicated that many of low income family students drop their learning due to inability to pay money asked by school management. The evidence acquired form quantitative and qualitative data revealed that there is low level of community participation to support school feeding program. Therefore, community participation is evaluated as one of the challenges affecting the implementation of school feeding program in beneficiary schools of Kindo Koysha district. Thus, no community participation on the issue of SFP implementation, then the sustainability of SFP in beneficiary schools is in question.

5. Summery and Conclusion
5.1 Summary and conclusions for research question one
In the program beneficiary schools, the local stakeholders have never been involved in school feeding policy formulation process in order to have proper program knowledge on the process of implementing the program. There is no school feeding policy document which controls the sustainability of the program. The program implementing schools have on guidelines, directives, standards, manuals and menu to implement day today program processes. Currently the program implementers are running the program with outdated knowledge and understanding. Local program implementers and targeted groups have never been participated in need assessment of the program. The targeted groups are assigned to feed school lunch without their need and interest.

Implementers were not given awareness creation to scale up the understanding of the program for better program process performance and good results. They were never been informed and educated in   achieving defined purposes, objectives and goals of the program. No sufficient training is given by program mangers and sponsors to the implementing stakeholders to mount implementation knowledge. There is very chronic and acute problem of food sustainability.

Cooks in beneficiary schools always involved in winnowing and cleaning the food commodity from impurities and worms. Therefore, the program implementers in have little knowledge on the school feeding program. The program mangers and sponsors were irresponsible in their food supply. There is no quality control supervision done to the quality and quantity of food commodity. In the study area, the donor send food supply after three months which cause serious disruption school meal service despite the fact that the suppliers have agreed to provide it without any disruption. The quality of food commodity is very poor that there are worms, seed corn beetles and seed corn maggots seen on cooked food.

5.2 Summary and conclusions for research question two

With respect to infrastructural facilities, the study focused on water supply, road, fire wood, kitchen, footsore, and other facilities. Water supply sustainability is exceedingly acute problem in order to implement SFP in beneficiary schools of the study area to promote the program objectives and goals in particular and to attain at the desired educational goals in general. In KKW, water supply is a constraint for program implementing beneficiary schools. River and pond water is the main source for SFP implementing BSs in the study area. In the beneficiary schools, the total responsibility of providing water was shouldered by students aging averagely from 14-16 years. The students had to go long way to fetch water for meal service of school. The right of young to education and free from performing activity beyond their capacity is not taken into account. In the study area the right of education is tied off with duty of bringing water to school.

The transportation of food commodity to Oyduchama and Tulicha beneficiary schools is always unsuccessful. Food commodity transportation to these schools was always ceased at mid way on that the commodity is exposed to losses and decays. Oyduchama and Tulicha beneficiary schools were connected to the Woreda with poorly constructed or unpaved cliff roads. Road accessibility to program beneficiary schools is identified as one of the major constraints affecting the implementation of school feeding program.

It has been natural that Students are the sources fire wood. No fire wood, no school meal. Communities do not provide fire wood to schools. The schools' management has never tried other options to get fire wood supply to their schools. Even though, students were bringing fire wood, it was unseasoned and damp which is difficult to set on fire and smoky and which became one of the constraints affecting the implementation of school feeding program.

All the existing kitchens another sections of constraints lagging the implementation of school feeding program. Currently, the kitchens in beneficiary schools were not better than open air which cannot protect meal and cooks from rain, dust and storms and other odd matters. Verandas of buildings were better mechanisms in beneficiary schools to cook food.

5.3 Summary and conclusions for research question three

The local implementers are practicing the program process in contextual way. Absence of planning for beneficiary schools in the study area in order to implement the school feeding program is one of the program management related challenges facing the proper implementation of the program. Practitioners and the targeted groups were not participated on program planning, monitoring and evaluation process on setting forward program objectives and goals. There was poor allocation of resources to beneficiary schools. The school level management was always involved in corruption due to absence of monitoring and evaluation. They were not given any learnable feedbacks collected through monitoring. The program's progress, achievement of goals, ceasing or tracing of the program was not yet informed. The provision of food commodity to students was not relevant to the diets of locality and even not sufficient in amount. There is poor management on program planning, monitoring and evaluation which are the most important elements in the program process. There is also inefficient allocation of resources, no practice of feed backing in order to improve the potential fate of the program and no evaluation of the program.

5.4 Summary and conclusions for research question four

The role of community participation is evaluated as a challenge for the successful implementation of school feeding program in Kindo Koysha district. There is in sufficient community participation in kind or cash for the successful implementation of the program. The payment of cooks and guards was paid at least after two months delay. The entire beneficiary schools compound was deteriorated and protracted by erosion and tam animals of villagers around schools. The communities also were not participated on repairing the fences, food stores, kitchens of their respective schools. The program food commodities may be stolen.

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